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AUTHOR Davidson, Mary E.; And Others
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ABSTRACT

This report summarizes the response of a monitoring commission to the 1987-88 evaluation of the implementation of the Student Assignment Plan (SAP), part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that no school had more than a 70 percent white enrollment after October 1983, and that the school system would maintain a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools). The following findings are presented: (1) no school had more than a 70 percent white enrollment and a desegregation index of 2.48 was achieved; (2) voluntary transfer techniques were used to desegregate those schools that were not desegregated; (3) reasonable efforts were made to prevent in-school segregation; (4) no information on efforts to alleviate overcrowding was reported; (5) financial reporting continued to improve; and (6) all amended management plans were appropriate, although some should be monitored carefully. Statistical data are presented in 12 tables. The Board of Education's response to the review is appended. (FMW)

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The Monitoring Commission for Desegregation Implementation

ED336467

RESPONSE TO THE

ANNUAL DESEGREGATION REVIEW, 1987-88
PART I: STUDENT ASSIGNMENT COMPONENT

under the Student Desegregation Plan for
the Chicago Public Schools

FEBRUARY 1989

Mary E. Davidson
Principal Investigator

Donn F. Bailey
Commission Chairperson

Manford Byrd, Jr.
General Superintendent of Schools
Chicago Public Schools

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Prepared under the direction of
Mary Davidson, Principal Investigator
of the Monitoring Commission for
Desegregation Implementation

COMMISSION MEMBERS

Donn F. Bailey, Chairperson

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PRINCIPAL INVESTIGATOR

Mary Davidson

COMMISSION STAFF

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Barb Leebens-Osiloja
Christy Spears
Anna Tapia

Released February 1989

Chicago, Illinois

Monitoring Commission Response
to the

Annual Desegregation Review, 1987-88
Part I: Student Assignment Component

under the Student Desegregation Plan for
the Chicago Public Schools

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I. INTRODUCTION

This report details the response of the Chicago Board of Education's Monitoring Commission for Desegregation Implementation to the Spring 1988, Annual Desegregation Review of the Board's initiatives and activities in relation to Student Assignment Components under the Student Desegregation Plan (1987-88 ADR: Part I).

II. BACKGROUND

Under the September 1980 Consent Decree between the United States Department of Justice and the Chicago Board of Education, the Board agreed to develop and implement a system-wide student desegregation plan. The Board adopted Part II of the student desegregation plan in April 1981, which contained the Student Assignment Principles, including definitions, policies, goals, and a timetable for student assignment efforts. The Comprehensive Student Assignment Plan was adopted by the Board in January 1982 (The Plan).

The Plan contains the actions the Chicago Board of Education would take vis-a-vis educational program efforts within the framework of maximum voluntary transfer and minimum mandatory assignment to achieve the requirements of the Consent Decree.

The overall administration of this effort was assigned to the Department of Equal Educational Opportunity Programs (DEEOP). Since the close of the 1983-84 school year, DEEOP has prepared and published a two-volume Annual Desegregation Review (ADR). The first volume or ADR: Part I gives details on the Board's efforts

and results with regard to the Student Assignment Component of the Plan: the second volume or ADR: Part II reports on the status of Board efforts in the area of Recommendations on Educational Components.

These published ADF's have been analyzed by the Commission and released to the public-at-large under various report formats after due consideration by the Board of Education. DEEDP has now compiled and the Board has released its fifth ADR: Part I for 1987-88 and the Commission herein responds.

A. CONSENT DECREE REQUIREMENTS

The Comprehensive Student Assignment Plan was the third and last desegregation document submitted by the Board to the Court under the September 1980 Consent Decree between the Chicago Board of Education and the United States Department of Justice. The Plan presented detail on a school-by-school basis that described the Board's intent to meet the student desegregation requirements of the Consent Decree:

(1) No school would remain less than 30 percent minority after October 1983; and

(2) The ratio of total enrollment in Integrated/Desegregated schools to the white enrollment available to those schools must equal at least 2.0.

B. BOARD DESEGREGATION GOALS

The Chicago Board of Education outlined four fundamental strategies in their January 1982 Plan:

(1) Stabilize and increase the level of integration that already then existed in some schools;

(2) Desegregate to the greatest extent practical those schools then not desegregated;

(3) Focus on methods to attract children of all races to particular school sites without use of compulsory methods; and

(4) Attract students into the public schools by competing with private, parochial, and suburban schools.

III. THE STATUS OF STUDENT ASSIGNMENT COMPONENTS

The purpose of this section is to provide the community with the Commission perspective regarding information on the student assignment component for each school category as reported by the Board in the 1987-88 ADR: Part I. As with prior Commission responses to ADR: Part I's, the effort here is not limited to description alone and does include critical analyses. The goal is to add to the comprehensive nature of current information on desegregation efforts of the Chicago Public Schools.

A. PURPOSE

The Student Assignment Components were all designed to assist in attaining the aforelisted goals. These components comprise the central result of Chicago's student desegregation efforts. A discussion of the Board-reported 1987-88 results of these student assignment components now follows.

B. DEFINITIONS OF SCHOOL CATEGORIES

In order to give focus and clarity to their efforts, the Board created six categories of integrated/desegregated schools and four categories of predominantly minority schools. The definitions for each of these categories are given in the following chart as they are found in each annual ADR: Part I.

Student Assignment Plan
School Category Definitions

School Category/Definitions

Integrated/Desegregated Schools

1. Stably Integrated - A school with an enrollment composition of at least 30 percent white and 30 percent minority which is primarily drawn from residential and natural attendance areas.

2. Stably Desegregated - A school with an enrollment composition of at least 30 percent white and 30 percent minority which is primarily the product of student assignment techniques.

3. Integrated with Potential for Racial Change - A school with a white enrollment between 30 and 70 percent expected to become less than 30 percent white because of changing residential patterns.

4. Magnet Schools - A school offering a distinctive curriculum coordinated around a central theme which enrolls students citywide with a goal of student enrollment 15-35 percent white/65-85 percent minority.

5. Scholastic Academies - A Magnet school that offers a traditional back-to-basics instructional program. There are six of these schools. Four are to achieve the enrollment of a magnet school and two have no minimum established.

6. Metropolitan High Schools - High schools offering a four-year sequence of study in one broad field of knowledge. All these schools seek to gain the enrollment patterns of magnet schools but no minimum requirements are set.

Predominantly Minority Schools:

1. Stably Mixed - A school between 15 and 30 percent white and expected to remain that way.

2.	Mixed Schools with Potential for Racial Change	- Schools with 15-30 percent white enrollment expected to decline below 15 percent white enrollment.
3.	Community Academies	- Racially identifiable schools providing enriched, magnet-like educational opportunities for students.
4.	Magnet Schools Without Racial Requirements	- Schools including Metropolitan Schools and Scholastic Academics located in predominantly minority areas and not required by the Desegregation Plan to achieve a specific level of white enrollment because doing so would restrict educational opportunities for minority students.
5.	Racially Identifiable	- Schools with less than 15 percent white enrollment which are not designated to be desegregated in any way.

These definitions with exception of "magnet schools without racial requirements," added this year, have been consistent since the first ADR: Part I was published in May 1984. Many of these categories of schools existed as specialized program thrusts prior to the adoption of the Student Assignment Plan. Community Academies are such examples. The numbers of these schools and their total enrollments are reported in the 1987-88 ADR: Part I and are repeated here in Table 1.

These data are drawn from page 30 of the 1987-88 ADR: Part I and do not correspond with data presented in prior ADR: Part I's. Commission staff has determined that the data presented here is correct and that data published in prior years by the Department of Equal Educational Opportunity is erroneous in a limited number of entries. This condition continues in the 1987-88 ADR: Part I. Pages 106 and 107 lists the number of Stably Mixed schools as "24" when in reality it is "25," a number with which DEEOP concurs.

Table 1

NUMBERS OF SCHOOLS AND ENROLLMENTS
BY STUDENT ASSIGNMENT PLAN CATEGORY
1983-84 THROUGH 1987-88

Assignment Plan School Category	1983-84	1984-85	1985-86	1986-87	1987-88
Stably Integrated					
Number	47	43	43	41	36
Enrollment	36,569	34,911	32,299	31,724	26,617
Stably Desegregated					
Number	77	77	77	74	73
Enrollment	42,382	42,183	42,635	41,875	40,442
Integrated/Potential For Change					
Number	8	7	3	2	2
Enrollment	7,042	4,804	2,753	2,105	1,970
Magnet Schools (Excluding Agricultural High School)					
Number	29	30	31	30	30
Enrollment	18,812	19,825	20,001	18,508	18,907
Scholastic Academies					
Number	4	4	4	5	5
Enrollment	2,511	2,588	2,610	2,903	2,882
Metropolitan High Schools					
Number	7	7	7	3	3
Enrollment	10,645	10,730	10,903	7,164	7,320
Stably Mixed					
Number	17	25	30	24	25
Enrollment	12,683	18,419	24,531	21,700	23,890
Mixed/Potential For Change					
Number	10	4	0	5	7
Enrollment	8,065	2,463	0	3,653	5,189
Community Academies					
Number	15	15	15	21	21
Enrollment	12,855	13,157	13,287	23,014	24,128
Magnet Schools - No Racial Requirements					
Number	6	6	6	7	7
Enrollment	5,971	5,978	5,968	6,463	6,679
Racially Identifiable Schools (Including 8 schools excluded above)					
Number	325	322	324	317	322
Enrollment	241,367	240,414	238,324	224,798	217,971

C. THE STATUS OF INTEGRATED/DESEGREGATED SCHOOLS: 1987-88

Stably Integrated Schools

Stably Integrated Schools possess a residential racially/ethnically balanced enrollment. The total number of these schools declined by five from 1986-87 and by seven since 1985-86 to a total of 36 in 1987-88. These schools enrolled 26,617 students in 1987-88, down 5,107 students since the 1986-87 school year. The decline in the number of these schools is due to the fact that Jahn, Lloyd, Morrill and Roosevelt schools were reclassified to "stably mixed" and Haugan was reclassified to "integrated with potential for racial change." In 1983-84 this category of schools was 50.1 percent minority, in 1986-87 they stood at 57.7 percent minority, in 1987-88 these schools were 59.2 percent minority with Hispanic students accounting for 59.9 percent of the total minority enrollment. The former percentage is 1.5 percentage points higher than in 1986-87 and the latter percentage is 1.5 percentage points lower.

Since 1983-84, this category of schools has declined by eleven school sites, has lost 7,407 white students and has lost 2,545 minority students in that same period of time. Changing residential enrollments continues to be the primary Board-reported cause of change in this school category. White student population continues to decline while minority enrollment continues to rise in the specific neighborhoods served by these schools.

The Board utilizes specialty programs and voluntary transfers to address the enrollment issues in each of these schools. The Board uses school-specific solutions: the future enrollment needs of each school are carefully forecasted;

appropriate program and recruitment plans are then made, and schools with common needs are addressed as units but not at the expense of any individual school. Attaining meaningful tri-ethnic balance in these schools remains the Board enrollment goal for schools in the Stably Integrated category.

The Board has listed 1988-89 enrollment intentions for each school in this category on pages 44-46 of the 1988 ADR: Part I. The Commission concurs with the stated directions within the scope and sequence of recently raised Commission concerns regarding what appears to be a decreasing participation of black students wishing to transfer to these schools as opposed to increasing participation by other categories of minority students.

Stably Desegregated Schools

Stably Desegregated Schools are the largest group of schools in the Plan. These schools are primarily desegregated through the use of Board-sponsored specialty programs to attract voluntary student transfers. The total number of schools in this category has remained above 70 since 1983-84. Currently, there are 73 schools in this category, down one from 1986-87 and four since 1985-86. The 1987-88 enrollment in these schools stood at 40,442 - about the same as the 1983-84 total of 42,382. The decrease of one school site is accounted for by the reclassification of Foreman School to "stably mixed" status.

Many of these schools were predominantly white when the January 1982 Plan was produced when at that time individual school enrollments were more than 70 percent white. All these schools met the self-imposed Board standard of being 35 percent

minority in 1987-88. These schools had an 1987-88 enrollment of 47.8 percent white, down 1.2 percentage points from 1986-87 and 2.6 percentage points from 1985-86. Minority enrollment, as was found in 1986-87, increased mostly among Hispanic students. Minority enrollment was up by 365 students over 1986-87 with black students currently accounting for 49.4 percent of all 1987-88 minority enrollment in these 73 schools.

Integrated With Potential For Racial Change

Integrated With Potential For Racial Change is the smallest category of schools in the Board desegregation effort. There are only two of these schools. This total is down from three in 1985-86 and eight in 1983-84. These schools were 30-70 percent white in January 1982, but due to changing neighborhoods were projected in the Plan to lose this status. In 1986-87, there were 2,105 students enrolled in the two remaining schools in this category. This is a decrease of 648 students over 1985-86. In 1987-88 these two schools, Hibbard and Gage Park, enrolled 1,970 students. In 1986-87 these schools were 33.1 percent white, with black and Hispanic students forming a meaningful tri-ethnic balance at 29.9 and 25.9 percent respectively. This is no longer true in 1987-88 with black student enrollment falling to 12.9 percent and white and Hispanic enrollment at 34.1 and 28.0 percent.

As reported in 1986-87, this category of schools is very susceptible to changes in neighborhood composition because they are so near a 30 percent white student population. The schools in this category, Gage Park and Hibbard, likely will remain in this classification of schools in 1988-89. Controlled enrollment procedures are to be employed at Hibbard to maintain the current ethnic balance and a specialty program will be initiated at Gage Park to increase black enrollment.

Magnet Schools

Magnet Schools offer students a distinctive curriculum around a central theme or focus and have an enrollment goal of being 15-35 percent white and 65-85 percent minority. In 1987-88 as in 1986-87 there were 30 schools in this category enrolling 18,907 students. Total enrollment increased by 319 students over 1986-87.

The 1987-88 proportion of white students in these schools was 22.6 percent an decrease of .8 tenths of a percentage point over 1986-87. Since 1983-84 there has been a 4.3 percentage point decline in black student population, and a corresponding 4.0 percentage point rise in Hispanic enrollment. This is of concern to the Commission. Black student participation should not be declining in these schools.

While the 1987-88 total enrollment for magnet schools is once more well within the parameters set forth in the Plan, five schools, four less than in 1986-87, are not in compliance: Agricultural Studies, Black, Gallistel, Ninos Heroes, and Metcalfe. The Board has detailed specific actions to be taken to sort out these enrollment problems. At Gallistel where the white enrollment is too high, neighborhood enrollment which is becoming increasingly Hispanic is expected to solve the problem in due course. An intense recruiting process will be used to assist the Chicago High School for Agricultural Studies, Black and Metcalfe, toward racial range compliance and away from a minority enrollment in excess of 85 percent. Ninos Heroes will become a Community Academy in 1988-89.

In their 1986-87 ADR: Part I Response the Commission noted that there were 6,199 students enrolled in racially imbalanced, full-site magnet schools. This was one third of all students enrolled in full-site magnet schools. The Commission saw this as an situation which the Board needed to address immediately. The Commission recognized that there were structural problems in some schools the Board could not overcome, while others had capacity problems. A closer examination was requested.

The Board did respond and Decatur, Edison, Poe, Sayre and Whitney Young which were out of racial compliance in 1986-87 came into racial compliance during 1987-88. Enrollment in 1987-88 racially imbalanced full-site magnet schools declined to 3,074 students from 6,199 in 1986-87 or by 50.4 percent. Table 2 contains the enrollment of those magnet schools which remain beyond the racial/ethnic enrollment guidelines for this category of schools.

Table 2

THE 1986-87 ENROLLMENTS OF RACIALLY IMBALANCED
FULL-SITE MAGNET SCHOOLS

School	White	Black	Hispanic	Other	Total	% White
Agricultural	42	226	68	0	336	12.5
Black	24	199	19	5	247	9.7
Gallistel	278	56	351	7	692	40.2
Metcalfe	86	846	113	6	1,051	8.2
Ninos Heroes	105	325	318	0	748	14.0
Goodlow-Lenart	114	111	9	4	238	47.9

The Gallistel Language Academy had a total 1987-88 enrollment of 692 students and was 40.2 percent white. The white student enrollment was 5.2 percentage points too high. Gallistel is operating above capacity and has an assigned attendance area which is primarily white but becoming increasingly Hispanic. The Board has proposed

to allow this neighborhood change to bring Gallistel into compliance. The Commission concurs.

The Agricultural High School had a 1987-88 white student enrollment of 12.5 percent, below the standard of at least 15 percent, but up 3.2 percentage points from 1986-87. This program continues to move in the proper direction and the Commission has noted the Board's efforts to continue recruiting on an up-scale basis.

Metcalfe is a Capital Development Board Magnet School with a total enrollment of 1,051 students and a white student enrollment of 8.2 percent; below the 15 percent minimum. Since 1986-87 Metcalfe enrollment has increased by 47 students and declined by 4.9 percentage points in white enrollment. The Commission cannot perceive how the Board will achieve racial range compliance at this school. The Commission continues to ask the Board to determine why did the white student enrollment at Metcalfe drop by nearly 50 students between 1985-86 and 1986-87 and by 46 more students between 1986-87 and 1987-88? To what extent did these students transfer or perhaps graduate? Or, is being a CDB magnet just too large a structural barrier to overcome?

Ninos Heroes is also a Capital Development Board Magnet School and must enroll from an attendance area. Ninos Heroes is operating at 58 students over capacity and has no additional seats to offer white students. In 1987-88, the enrollment of 748 students, up just four from 1986-87, was comprised of 14.0 percent white students, one percentage point below the 15 percent minimum and one-half a percentage point lower than in 1986-87. Annual losses of white student enrollees, down 40 since 1983-84, and annual increases in black student enrollees, up 90 since 1983-84

continues at this school. Ninos Heroes is recommended by the Board for Community Academy status in 1988-89 and the Commission sees this as appropriate.

White student enrollment at both Black and Black Branch declined by a total of 24 students from 1986-87 to 1987-88. Both these sites are small and sorely effected by even small fluctuations in white enrollment. The Board indicates intense recruiting and close monitoring of the program will occur in 1988-89. This is not enough. The Commission asks why Black enrollment at this magnet was allowed to increase by 71 students while white enrollment was falling? A controlled enrollment is needed now, not as proposed for 1989-90.

Scholastic Academies

Scholastic Academies are defined in the annual ADR: Part I as magnet-type schools which offer a back-to-basics program. They have city-wide attendance areas and five of the seven schools (Thorpe, Owen, Gunsaulus, Stone, and Hawthorne) are to achieve and maintain the 15-35/65-85 racial/ethnic composition level. Two schools (Jensen and Burnside) are not required to meet this enrollment standard because to do so would restrict educational opportunities for minority students. This flexibility is permitted by the Plan (pages 248-249). Until 1986-87 with the addition of Owen, there had only ever been six of these Academies; there are now seven.

The total 1987-88 enrollment of the five Scholastic Academies required to maintain racial compliance was 2,882 students, down from 2,903 in 1986-87.

The 1987-88 racial/ethnic balance of the five target schools was tri-ethnic in nature: 32.9 percent white, 32.5 percent black, and 22.2 percent Hispanic. In 1986-87 two of these five schools, Gunsaulus and Owen, had too high a percentage of white students. Gunsaulus is now within range and of minimal concern to the Commission. Owen is now moving toward compliance instead of away from it as it was in 1986-87. However, intense recruiting efforts are still required at this school. The Board cannot let up at this point.

The two schools not required to meet racial balance compliance will be discussed later in this document under a separate heading.

Metropolitan High Schools

Metropolitan High Schools contain a program dedicated to a four-year sequential study of a single broad field of knowledge. These schools seek to achieve the racial/ethnic composition rule of 15-35/65-85 percent, but are not all required to reach it. These schools were designed to be the major technique to attract students from other school districts and parochical schools into the Chicago Schools. There are two groups of Metropolitan Schools. Those in the first group (Curie, Senn, and Von Steuben) are expected to meet the 15-35/65-85 racial/ethnic enrollment rule set for magnet schools. Those in the second group (Hirsch, Jones, Marshall, and Near North) are not required to do so because, as with certain Community Academies, this would deny educational opportunities to minority students. These latter four schools will be discussed under the heading of Magnet Schools Without Racial Requirements in this document.

In 1987-88, 7,320 students were enrolled in the three target Metropolitan High Schools (Curie, Senn, and Von Steuben). Enrollment in these three schools stood at 7,164 in 1986-87.

The enrollment in the three target schools continues to be tri-ethnic in nature: 24.8 percent white, 32.6 percent black, 28.5 percent Hispanic, and 14.2 percent other. This has been true since 1983-84, becoming more so each school year. All three target schools must comply with the 15-35/65-85 racial/ethnic percentage rule, but the enrollment at Senn is very close to falling below the 15 percent white student minimum. But, discontinuing enrollment to minority students outside the Senn attendance area has been recommended by the Board of Education, commencing with 1988-89. The Commission concurs but also wishes to note that Senn was also close to this minimum enrollment requirement in 1986-87 and no Board action was taken at that time.

Magnet Programs Within Schools

Magnet Programs Within Schools are schools which house specialized programs to enhance both student racial/ethnic mix and educational enrichment. These 72 magnet-type programs, up from 67 in 1986-87, induce student transfers to achieve racial balance in these integrated, desegregated or stably mixed schools while simultaneously enriching the program of the students ordinarily assigned to the school site. The ultimate Board purpose for these within-school magnet programs is either to stabilize a school enrollment or to move the enrollment toward a 40/60 (now 50/50) mix of white and minority students.

The 1988 ADR: Part I recaps the goals for these 72 schools which were first set forth in the 1987 ADR: Part I. These goals were set for groups of schools with

common enrollment needs. They are expressed on page 91 of the 1988 ADR: Part I as follows:

- 15 schools were to increase black enrollment;
- 12 were to maintain a tri-ethnic enrollment balance;
- 12 were to increase minority enrollment;
- 8 were to maintian their existing racial composition;
- 18 were to either increase or stabilize white enrollment;
- 2 were to increase tri-ethnic enrollment; and
- 5 were to utilize their programs as enrichment experiences for their overcrowded enrollments.

The goals were directed at the 22,501 students enrolled in these schools, 50.2 percent of whom attend these schools from outside their attendance areas.

The enrollment results achieved by these schools are mixed. Of the 15 schools which were to increase black enrollment, six did. The remaining nine schools failed to stabilize black enrollment and lost ground, so to speak, during the 1987-88 school year. The Bell School is a specific deviation from the stated goal and warrants Commission notice. Bell was directed to increase black enrollment. It did not do so on a percentage of enrollment basis. There are 107 white students attending this school on an out-of-attendance-area basis and there are only 26 black students. Why such a difference when it is controllable through the lottery? Black student enrollment could increase on a percentage basis by limiting to a degree white student lottery numbers.

All twelve schools directed to maintain a tri-ethnic enrollment mix achieved their goal. Furthermore, 10 of the 12 schools directed to increase minority enrollment attained this goal. Only Clissold and Mt. Greenwood did not. Clissold declined three tenths of a percentage point in minority enrollment from 41.4 to 41.1 percent, while Mt. Greenwood declined five percentage points to 35.0 percent minority. Mt. Greenwood has only 19 students participating in its magnet specialty program and only 11 out-of-attendance-area students are attending; this in a total school membership of 463 students and within a program capacity of 725 students. The Commission senses more is needed than DEEDP assistance in recruiting minority students. Is there a problem with the Reading Computer Center program? The Commission suggests an inquiry.

Eight schools were directed to maintain or stabilize their existing racial composition and four were able to meet this goal. However, the four schools not meeting this goal fell more than a little short of the mark. Among the first group of four, Drummond School's minority enrollment rose only 3.4 percentage points but it rose to an overall level of 78.3 percent. Coupled with this, there were no out-of-attendance-area students participating in Drummond's Science Specialty Program. Further comp'icating this problem, Drummond has a program capacity of 395 students but a membership of 460 including kindergarten and pre-school. The Commission asks, what good does it do to direct a school to stabilize enrollment through a within-school magnet program when there are no lottery seats available?

Also among the four schools not meeting this goal of maintaining or stabilizing existing racial composition, Rosenwald is in serious enrollment trouble. The percentage of minority students attending this school rose from 59.6 to 70.0 percent in 1987-88. Rosenwald, a branch of Carroll School, may only enroll 150 students,

and had a 1987-88 membership of 147 students including kindergarten. The Commission's concern rests with the fact that 14 of the 15 out-of-attendance-area students attending Rosenwald are minority. As such the Commission concurs with the Board to discontinue attendance options to minority students beyond the Rosenwald attendance area and to emphasize voluntary transfers in order to increase white enrollment.

Eleven of the 18 schools directed to increase white enrollment succeeded. Among the 7 which did not succeed, Kilmer, Jahn, and Kenwood Schools were the least successful. Kilmer and Kenwood moved beyond 80 percent minority enrollment in 1987-88 and Jahn School had a five percentage point increase in minority enrollment to 70.5 percent. Jahn attracted no out-of-attendance-area students to its Spanish Language Program. There is very little if any space in this predominantly Hispanic school. The Commission once more argues that a specialty program with little enrollment capacity for transfers is not being given a full chance. More aid is needed here than the Board of Education's stated 1988-89 action, "Continue the Options...program." Space needs to be found in the school for more voluntary transfers.

Both schools directed to increase their existing tri-ethnic enrollment met this goal. The five schools which were overcapacity were successful in utilizing their specialty programs for enrichment while taking no new out-of-attendance-area students during 1987-88. However, of these five schools only Chappell experienced an enrollment decline and that was only two students.

In its response to the 1986-87 ADR: Part I, the Commission noted that this particular section was not well done. The Commission acknowledges that this condition has been reversed in the 1987-88 ADR: Part I. This section is clear, accurate, and very much to-the-point.

D. THE STATUS OF PREDOMINANTLY MINORITY SCHOOLS: 1987-88

Stably Mixed

Stably Mixed schools are defined by the Plan as schools with a white enrollment between 15 and 30 percent and projected by the Board to stay within that range. In 1987-88 there were 25 stably mixed schools, one more than in 1986-87. These stably mixed schools are categorized by the Plan as Predominantly Minority rather than Integrated/Desegregated schools because they are more racially identifiable. This category of schools is the "first stop" for schools which fall out of the Integrated/Desegregated grouping. It is also the "last stop" for a school that is becoming less racially identifiable prior to attaining Integrated/Desegregated status.

In 1987-88, this category of schools increased by one school site to a total of 25. However, of these schools only 12 remain from 1986-87 while 13 are new. New schools were: Foreman, Jahn, Lloyd, Morrill, Pritzer, Prosser and Roosevelt. The six schools leaving this category were: Brentano, Field, Hedges, Prescott, Schneider and Sullivan High School.

As a group these schools had a 1987-88 enrollment of 23,980 students, up from 21,700 in 1986-87.

These schools are largely Hispanic, 41.9 percent, while white students comprise 23.5 percent of the total enrollment, and black enrollment accounts for 29.5 percent of all students. The Board attempts to maintain and improve racial balance in these schools through the use of specialty programs, voluntary transfers, and controlled enrollment. The Board reports in the 1987-88 ADR: Part I that it anticipates

maintaining or improving the racial/ethnic classification of these schools in 1988-89. These schools continue as always to be very susceptible to changes in neighborhood racial/ethnic composition. Predictability with regard to these changes remains low. Thus, the Board continues to be in a somewhat delicate position in attempting to maintain stability in these schools. The Commission has always encouraged Board efforts in these schools and continues to do such.

Mixed Schools With Potential For Racial Change

Mixed Schools With Potential For Racial Change continue to be schools with a white enrollment of 15 to 30 percent which are expected to fall below 15 percent white enrollment due to the changing nature of the racial/ethnic composition of school attendance areas. In 1983-84, there were 10 schools in this category, a total that decreased to four in 1984-85 and to zero in 1985-86. In 1986-87, five schools were placed in this classification. In 1987-88, schools classified in this category rose to seven. For the most part, projections made in the Plan continue to be most accurate. The proportional level of white enrollment in these schools has generally declined below 15 percent. Of the ten original schools, seven moved to a more racially identifiable status, having dropped below 15 percent white student enrollment. Three schools became less racially identifiable and were moved to the stably mixed category.

In 1987-88, the seven schools in this category enrolled 5,189 students. Two schools: Brentano and Schneider are the 1987-88 additions to this classification. Students in these two schools were enrolled in less racially isolated situations in 1986-87. The schools remaining in this category for a second year are: Armstrong, Davis, Prosser, Trumbull, and Von Steuben Upper.

The Commission senses that Board efforts for these schools in 1988-89 are appropriate and should be pursued.

Community Academies

Community Academies are defined by the Plan as schools with local attendance boundaries and that contain specialized magnet-type programs. However, these school programs exist for the singular benefit of students in racially identifiable schools (less than 15 percent in white enrollment) under the egis of Section 2.2 of the Consent Decree. There is no target racial/ethnic enrollment percentages for these schools. In 1983-84 there were 15 such schools; there are now twenty-one.

The total 1987-88 enrollment in 21 Community Academies was 1.5 percent white in 1987-88, a small decrease of 0.5 tenths of a percentage point since 1986-87. However, though nearly totally minority, the students in these schools receive the benefits of comprehensive instruction in the basic skills, supported by an enriched curriculum in a selected area of study.

In 1987-88, recruitment of nonpublic school students was to have been emphasized where space permitted in these 21 schools. The 1987-88 ADR: Part I, as was the case with previous ADR: Part I's, does not report these results. The Commission has historically urged the Board to report the results of these efforts to recruit nonpublic students. The Board never has and it should.

Magnet Schools With No Racial Requirements

Five Metropolitan High Schools (Jones, Hirsch, Marshall, Metro, and Near North) as well as two Scholastic Academies (Burnside and Jensen) are not required by the Plan (pages 248-249) to achieve a specific level of white enrollment, for to do so would restrict equal access by minority students to magnet type programs. This is a new category of schools listed for the first time in this 1987-88 ADR: Part I. In prior years these schools were listed among the categories of Metropolitan High Schools and Scholastic Academies respectively. The overall enrollments for these two categories of schools were then adjusted to remove these predominantly minority schools. This is a more precise presentation.

In 1987-88 these seven schools enrolled 6,679 students, up 216 from 1986-87. They were 98.3 percent minority.

Compensatory Specialty Programs

Compensatory Specialty Programs exist in 53 schools with a white student enrollment of less than 15 percent. The programs are replications of magnet-school programs and are authorized by Section 2.2 of the Consent Decree. There were 22,253 students enrolled in these schools in 1987-88, a slight decrease of 164 from 1986-87 figures.

Racially Identifiable Schools

Racially Identifiable Schools are schools which had a white student enrollment between 15-30 percent at the time of Plan adoption and currently reflect a white student enrollment of less than 15 percent. There were 27 such schools in the 1987-88 school year, up from 19 in 1986-87.

The Board could not maintain sufficient white student enrollment in these schools to keep them above the 15 percent minimum. This was predicted by the Board in the Plan adopted in 1982. The 19,927 students enrolled in these schools are educated in racially isolated circumstances.

E. SUMMARY

The Chicago Board of Education has two Consent Decree requirements associated with the student assignment component of their desegregation effort:

(1) No school is to be over 70 percent white; and

(2) The ratio of total enrollment in Integrated/Desegregated schools to the white enrollment available to these schools must equal at least 2.0.

Both of these requirements were met in 1987-88. No school has more than a 70 percent white student enrollment and a Desegregation Index of 2.59 was achieved.

The Commission has noted in past ADR: Part I responses that it recognizes that there are variations in student enrollment among Chicago schools. But more importantly, the Commission also has noted that with each successive school year a smaller proportion of students are involved in an integrated/desegregated setting as a result of student assignment. In 1983-84, twenty-nine percent of all appropriately enumerated Chicago Public School students were enrolled in schools meeting Integrated/Desegregated guidelines. This proportion declined to 28.5 percent in 1984-85, to 27.7 percent in 1985-86, to 27.1 percent in 1986-87, and to 26.1 percent in 1987-88.

In 1986-87 the Commission was concerned with the enrollment figures reported by the Board in the ADR's: Part I published to that date. System enrollments were reported in a confusing manner. This is no longer the case, much improvement has occurred.

The Commission freely is able to calculate the proportion of each racial/ethnic group in the Chicago Public Schools who are enrolled in an Integrated/Desegregated school as defined by the Board in its ADR's: Part I. The Commission notes on page 29 of the 1987-88 ADR: Part I that there were 98,138 students enrolled in Integrated/Desegregated schools in 1987-88, and that 37,898 were white students. This is a decline of 4,027 white students over 1986-87.

The Commission calculates that 77.8 percent of Chicago white students are enrolled in an Integrated/Desegregated school, while only 18.4 percent of all minority students and 11.7 percent of all black students are so enrolled. On the other hand, only 22.2 percent of Chicago white students are enrolled in racially isolated settings, but 81.6 percent of the minority student population and 88.3 percent of the black student population is so educated.

These percentages were derived by dividing the racial/ethnic student enrollments in the table on page 32 of the 1987-88 ADR: Part I by the total number of students in each racial/ethnic group represented in that table.

IV. THE USE OF STUDENT ASSIGNMENT TECHNIQUES

The 1987-88 Annual Desegregation Review - Part I: Review of the Student Assignment Component once more presents a discussion of the student assignment techniques historically utilized by the Chicago Public Schools in attempting to create the greatest number of stably integrated/desegregated schools possible. The Comprehensive Student Assignment Plan requires the Board to use "affirmative programs of student transfers in which participation is not compulsory for students" to achieve desegregation goals. The Board has always attempted to satisfy this requirement of the Plan through the well-known Options for Knowledge Program; a program of full-site magnet schools, within-school specialty programs, and voluntary transfers.

A. PURPOSE

The Board of Education annually reports on a very extensive student recruitment effort to voluntarily racially balance its schools per the Plan. This effort described in detail on pages 166-171 of the 1987-88 ADR: Part I. The purpose of the Commission in this section is to provide the community with a description of the desegregation impact of the recruitment efforts associated with these three programs: Full-Site Magnet School enrollments, Voluntary Transfers, Within-School Specialty Program enrollments, as well as, provide information on the technique termed "controlled enrollment."

B. FULL-SITE MAGNET SCHOOL ENROLLMENTS

The largest component of the Options Program is the full-site magnet school program. There were 45 such schools in operation during the 1987-88 school year. The same number operated in 1986-87 and 1985-86. The 1987-88 ADR: Part I reports that these 45 schools enrolled 34,000 students during the 1987-88 school year. Table 3 contains the student enrollments associated with this program since 1983-84. Since that time program enrollment has grown by 6,067 students with overall growth somewhat equally spread over all racial/ethnic groups except white students. In 1987-88 nonminority enrollment was 7.9 percentage points above the nonminority percentage of total district enrollment; it is easy to see why full-site magnets are considered the core of the Board's voluntary desegregation efforts. Racial/ethnic enrollments in each grouping of schools in this Options component are contained in Table 4 as they were reported in the 1987-88 ADR: Part I.

Table 3

Enrollments in Current Chicago Full-Site Magnet Programs by Race of Students 1983-84 through 1987-88

Race of Students	1983-84	1984-85	1985-86	1986-87	1987-88
White	6,788	7,438	8,019	7,603	7,086
Black	14,207	15,066	16,265	16,290	16,742
Indian	119	130	147	150	161
Asian	1,337	1,740	2,182	2,338	2,361
Hispanic	5,482	6,307	7,066	7,374	7,650
TOTAL	27,933	30,681	33,679	33,755	34,000
% White	24.3	24.2	23.8	22.6	20.8
% Minority	75.7	75.8	76.2	77.5	79.2

Source: pages 180-184 of the 1987-88 ADR: Part I

Table 4

Full-Site Magnet School Enrollments
By Racial/Ethnic Group and School Type

School Type	No.	White	Black	Indian	Asian	Hispanic	Total	% White
Metropolitan High Schools	8	1,971	5,368	21	1,090	2,353	10,803	18.2
Magnet High Schools	2	363	1,611	8	187	342	2,511	14.5
Scholastic Academies	7	869	2,347	33	316	650	4,215	20.6
Classical Schools	5	373	638	8	138	119	1,276	29.2
Elementary Language Centers	6	896	1,176	28	96	788	2,984	30.0
Elementary Performing Arts	1	95	145	3	67	47	357	26.6
Elementary Magnet Schools	2	514	865	31	218	537	2,165	23.7
CDB Magnet Schools	5	739	2,468	4	21	978	4,210	17.6
Academic Magnet Schools	5	761	1,175	15	75	1,669	3,695	20.6
Humanities Academics	2	128	469	1	0	7	605	21.2
Math/Science Academies	2	377	480	9	153	160	1,179	32.0
TOTAL	45	7,086	16,742	161	2,361	7,650	34,000	20.8

Source: page 184 of the 1987-88 ADR: Part I

Table 4 depicts a successful picture of full-site magnet enrollment and speaks well of efforts to create an educational environment conducive to voluntary desegregation. The Commission continues to understand the vital role of this program effort in the desegregation of Chicago Schools. But, the Commission also knows full well that just over eight percent of all Chicago students receive the educational benefits of this desegregation program opportunity.

In their response to the 1986-87 ADR: Part I the Commission noted that for the first time since 1980-81 the absolute number of white students participating in full-site magnet programs declined over the previous year. It also noted that students from all other racial groups increased their participation, as had always been the case. The Commission notes again that in 1987-88 the decline in participating white students continued. It has declined by 11.6 percent since 1985-86. The number of programs has remained the same, at 45. However, the

Commission also notes that the percentage of white students participation in full-site magnet programs is still 7.9 percentage points greater than their overall enrollment in the Chicago schools.

C. VOLUNTARY TRANSFER ENROLLMENTS

The Voluntary Transfer component of the Options for Knowledge Program accounted for 10.9 percent of all Options enrollment in 1983-84 with 8,567 student participants and was 4.3 percent white. Total participation decreased to 7,923 students in 1987-88 and it now accounts for 7.6 percent of 1987-88 Options for Knowledge enrollment. However, current enrollment is now 10 percent white in student composition. As the Commission has noted in prior ADR: Part I responses, voluntary transfers is a minority-dominated program, though less so than in prior years, but, clearly still just that. Historical enrollments for this Options component are found in Table 5 as reported in the 1987-88 ADR: Part I.

Table 5

Enrollments in the Chicago Open Enrollment
Programs by Race of Students
1983-84 through 1987-88

Race of Students	1983-84	1984-85	1985-86	1986-87	1987-88
White	352	606	1,023	898	796
Black	6,722	6,630	5,823	5,953	4,828
Indian	39	32	15	9	9
Asian	261	329	489	377	378
Hispanic	1,193	1,821	2,271	2,224	1,912
TOTAL	8,567	9,418	9,621	9,461	7,923
% White	4.1	6.4	10.6	9.5	10.0
% Minority	95.9	93.6	89.4	90.5	90.0

Source: pages 180-184 of the 1987-88 ADR: Part I

The Commission notes that this program's enrollment declined by 1,538 students over 1986-87, encompassing the three major racial/ethnic groups. The Commission would ask if students in this program left Chicago and/or transferred to other Options opportunities?

D. WITHIN-SCHOOL SPECIALTY PROGRAM ENROLLMENTS

The 1987-88 Specialty Programs Within-Schools component of the Options for Knowledge program are situated in 82 integrated/desegregated schools, up from 77 in 1986-87. This program enrolled 19.4 percent of all Options students during 1987-88 and continues to reflect the most balanced racial mix of any Options component--64.1 percent minority and 35.9 percent nonminority. This range is approximately 29 percentage points wide, up from 25 points in 1986-87. Enrollments for this Options component for the period 1983-84 through 1987-88 are in Table 6. The data in Table 6 reflects a student enrollment growth of more than 195 percent since 1983-84. This is a direct result of the fact that more and more school sites are provided with specialty programs in an attempt to preserve their integrated/de-segregated status.

Table 6

Enrollments in Chicago Specialty Program Within Schools by Race of Students 1983-84 through 1987-88

Race of Students	1983-84	1984-85	1985-86	1986-87	1987-88
White	2,741	4,809	6,303	6,615	7,340
Black	2,512	3,990	5,048	5,658	6,578
Indian	37	44	52	53	60
Asian	357	699	1,015	1,270	1,503
Hispanic	1,266	1,927	3,095	4,174	4,948
TOTAL	6,913	11,469	15,513	17,770	20,429
% White	39.6	41.9	40.6	37.2	35.9
% Minority	60.4	58.1	59.4	62.3	64.1

Source: pages 180-184 of the 1987-88 ADR: Part I

The Commission continues to be aware that the annual addition of schools to this Options component renders any enrollment comparisons to prior years perilous and, therefore, will make none. A complete picture of this enrollment is presented by program specialty in Table 7 as it was reported in the 1987 ADR: Part I.

Table 7

Specialty Programs Within Integrated/ Desegregated Schools: 1987-88 Racial Ethnic Enrollments By Program Type

Program	No.	White	Black	Indian	Asian	Hispanic	Total	% White
Achievement Skills	7	119	126	2	115	94	456	26.1
Specialty Programs	68	6,711	5,305	56	1,333	4,619	18,024	37.2
High School Language Centers	3	57	193	0	9	49	308	18.5
High School Arts	1	78	44	0	1	30	153	51.0
High School Technical Centers	1	116	448	0	11	115	690	16.8
Academic High Schools	2	259	462	2	34	41	798	32.5
TOTAL	82	7,340	6,578	60	1,503	4,948	20,429	35.9

Source: page 184 of the 1987-88 ADR: Part I

In conclusion, the Board reports that 62,352 students are enrolled in one of these three Options For Knowledge program components. Total minority student enrollment is 75.6 percent of the total which is less than their overall percentage of total enrollment which stands at 87.1 percent in 1987-88. These components continue to be integrative in nature, attracting 14.9 percent of all 1987-88 Chicago students to voluntary desegregation transfers through the provision of the incentive of a positive educational experience. However, the Commission once more raises its concern with declining white student participation in full-site magnet programs and with the decline in open enrollment transfers. The Commission raised these same concerns in its response to the 1986-87 ADR: Part I. A trend may be developing which would be counter productive to the basic tenants of the Plan.

E. ACCESSIBILITY TO THE OPTIONS PROGRAMS

This is a growing awareness among many parties. The Commission has concluded that certain provisions of the student assignment component potentially conflict with one another regarding the ability of minority students to transfer voluntarily into integrated or desegregated schools. The goal to promote stable integration at a level of 50 percent white and 50 percent minority student enrollment (now 60-40) in certain schools through the majority-to-minority policy, the goal to achieve tri-ethnic composition in others and having to cope with the reality of placing controlled enrollment students has created the fact that minority students are being denied an Option's transfer. The Plan, however, also prohibits such denial to black students. Hence, a very basic conflict of desegregation goals and requirements has emerged.

The Board continues to report that there are three primary reasons for this denial:

1) The transfer would not enhance desegregation;

2) Travel time to the receiving school was so long that it would negatively impact the student's educational process; and

3) Space at the receiving school did not exist.

As a point of additional clarification when students cannot enroll in their residential attendance area school because that school is operating under the controlled enrollment policy the above three transfer denials become more exacerbating. Students need to attend schools outside their attendance area. They can choose voluntary Options enrollment as an avenue for such attendance. But, as the number of controlled enrollment schools grow in number and as the number of

Options seats open to minorities dwindles, black and Hispanic students, especially black students, are denied the opportunity to enroll in an integrated/desegregated setting. This is not permitted by the Plan.

The 1987-88 ADR: Part I reported that the extent of this problem was under study and a full report on that extent was to be made to the Court by August 15, 1988. That report was filed in September, 1988 and the Commission will soon comment on the content of that report.

F. STRATEGIES TO RELIEVE OVERCROWDING

The Use of Controlled Enrollment

The Board states that "controlled enrollment is a particular technique used to relieve overcrowding and/or to maintain stability." Controlled enrollment can be implemented in two distinct ways or a combination of the two. These are:

1) Limiting the enrollment at a school until the enrollment is within program capacity except for kindergarten, special education students, and siblings of currently enrolled students; and

2) Establishing racial/ethnic targets for a school and limiting enrollment consistent with those targets.

In 1987-88, the Board reports that controlled enrollment was employed at seventeen schools: twelve schools to relieve overcrowding, three schools to stabilize racial/ethnic enrollment composition, and two schools to achieve both goals. Of this total, 14 schools were carry-overs from 1986-87. Only one school from this group is tentatively released from controlled enrollment for the 1988-89 school year, Volta. Tables 8 and 9 contain the names of all schools involved in

TABLE 8

Total Enrollment and Racial Composition of Controlled Enrollment Schools Established to Stabilize Racial Composition

		1981		1982		1983		1984		1985		1986		1987	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Prosser	W	640	48.3	565	42.2	540	40.0	429	32.1	401	33.4	376	29.7	372	29.5
	B	382	28.8	414	30.9	395	29.2	431	32.2	356	29.7	421	33.3	432	34.3
	H	285	21.5	342	25.6	400	29.6	461	34.5	433	36.1	439	34.7	432	34.3
	O	19	1.4	17	1.3	16	1.2	16	1.2	10	0.8	28	2.2	24	1.9
	T	1,326		1,338		1,351		1,337		1,200		1,264		1,260	
Gage	W	599	42.4	561	41.4	565	39.5	493	38.2	484	36.6	462	33.0	423	31.6
Park	B	666	47.1	644	47.5	693	48.5	600	46.5	586	44.3	604	43.1	607	45.3
	H	138	9.8	141	10.4	156	10.9	186	14.4	243	18.4	323	23.0	303	22.6
	O	10	0.7	9	0.7	15	1.0	10	0.8	9	0.7	13	0.9	7	0.5
	T	1,413		1,355		1,429		1,289		1,322		1,402		1,304	
Morgan	W	629	34.3	592	32.5	572	29.3	560	25.2	557	24.2	469	21.4	470	21.9
Park	B	1,193	65.1	1,201	66.0	1,342	68.9	1,539	69.4	1,567	68.1	1,496	68.1	1,411	65.6
	H	7	0.4	24	1.3	32	1.6	116	5.2	171	7.4	221	10.1	262	12.2
	O	4	0.2	4	0.2	3	0.2	3	0.1	5	0.2	10	0.5	7	0.3
	T	1,833		1,821		1,949		2,218		2,300		2,196		2,150	
Hibbard	W	371	34.0	415	36.7	397	35.8	395	34.1	338	33.8	280	31.0	243	29.1
	B	21	1.9	33	2.96	43	3.9	44	3.8	39	3.9	43	4.8	38	4.6
	H	381	34.9	396	34.9	405	36.6	430	37.1	341	34.1	285	31.5	272	32.6
	O	317	29.0	287	25.4	263	23.8	291	25.0	281	28..	296	32.7	282	33.8
	T	1,090		1,131		1,108		1,160		999		904		835	
Volta	W	372	43.3	386	47.0	389	46.6	358	40.6	297	41.8	297	40.3	309	44.8
	B	22	2.6	24	2.9	23	2.8	18	2.0	14	2.0	18	2.4	22	3.2
	H	189	22.0	178	21.6	182	21.8	227	25.8	163	22.9	162	22.0	138	20.0
	O	276	32.1	233	28.3	241	28.8	278	31.5	237	33.2	260	35.3	220	31.9
	T	859		821		835		881		711		737		689	
TOTAL	W	2,611	40.0	2,519	39.0	2,463	36.9	2,235	32.5	2,077	31.8	1,884	29.0	1,817	29.0
	B	2,284	35.0	2,316	35.8	2,496	37.4	2,632	38.2	2,562	39.2	2,582	39.7	2,510	40.0
	H	1,000	15.3	1,081	16.7	1,175	17.6	1,420	20.6	1,351	20.7	1,430	22.0	1,407	22.4
	O	626	9.6	550	8.0	538	8.1	598	8.7	542	8.3	607	9.3	540	8.6
	T	6,521		6,466		6,672		6,885		6,532		6,503		6,274	

Source: page 201 of the 1987-88 ADR: Part I

TABLE 9

Total Enrollment in Controlled Enrollment Schools

Established to Limit Enrollment to Program Capacity

School	Program Capacity	1981	1982	1983	1984	1985	1986	1987
Lewis	550	883	757	677	713	714	653	665
Lloyd	625	663	719	780	697	592	698	662
Lovett	540	460	504	530	562	607	533	553
Young	825	1,012	926	918	950	975	901	896
Cameron	1,000	1,837	1,945	1,705	1,739	1,746	1,610	1,501
Funston	650	1,241	1,343	1,421	1,195	963	941	774
Monroe	690	852	856	854	853	937	981	1,006
Mozart	754	998	1,060	1,054	864	758	807	771
Nixon	1,005	1,225	1,227	1,275	1,160	991	1,050	939
Nobel	832	1,140	1,245	1,282	1,096	947	870	785
Whitney	780	1,396	1,302	1,303	1,311	1,377	1,290	1,163
Sherman	900	979	904	946	828	836	814	649
TOTALS	8,461	11,834	11,932	11,891	11,115	10,506	10,167	10,364

Source: page 202 of the 1987-88 ADR: Part I

controlled enrollment and the number of students denied enrollment in 1987-88. From the figures reported by the Board, 4,038 students were denied enrollment in these schools, (page 199 of the 1987-88 ADR: Part I).

The Board reports that the enrollment of overcrowded, controlled-enrollment schools increased by 197 students over 1986-87. These schools are 1,903 students above program capacity (page 202 of the 1987-88 ADR: Part I). In fact, after five consecutive years of decline, enrollment has increased. This is not the direction controlled-enrollment is to lead these schools. Perhaps this is just a one-year bubble in the data, the Commission continues to be very concerned about this issue of controlled enrollment.

Boundary Adjustments

The 1987-88 ADR: Part I reports that the Plan requires the Board of Education to determine and implement systemwide adjustments of elementary school attendance areas and high school feeder patterns if two conditions can be met:

1) Achieve the greatest practicable degree of integration/ desegregation; and

2) Relieve overcrowding, reduce or eliminate the use of mobile units, and/or make the geographic organization of the school system more efficient

The ADR contains tabular data which reports that between 1982 and 1988 the boundaries of 18 pairs or clusters of schools involving 50 separate schools were adjusted for the two-part purpose stated above. Unfortunately, no data summary is provided that would allow the reader to quickly verify the validity of the ADR conclusion, whether or not the students transferred met the conditions contained

in the Plan. This summary should be provided and the Commission requests that it be included in the 1988-89 ADR: Part I.

Support To Receiving Schools

The ADR reports that approximately 8,400 students have been transferred from over-crowded schools to 179 schools with excess enrollment capacity. The ADR then reiterates a report provided to the Board Desegregation Committee in April 1988 on program support provided to these receiving schools by the school system. The report is very long and reports several statistics regarding the pupil population in each school. Data included reflect: 1) total enrollment; 2) percentages of ethnic enrollment; 3) students attending the school from out-of-district and the number of such students transferring from overcrowded schools; 4) the number of LEP students; 5) the number of Spanish Bilingual Units in the school; and 6) the number full-time equivalency teachers and career staff placed in the school by DEEOP to provide program support.

The Commission is impressed by the data presented, but is chagrined that there is no description of the programmatic efforts being pursued by DEEOP staff with the transferring students. One is not even able to determine the actual number of students receiving support services. This information would be helpful in reaching just conclusions regarding the end-efforts of this very sizable program.

The Status of Interdistrict Transfers

The Chicago Desegregation Plan contained language that promotes a voluntary transfer system between Chicago Schools and neighboring suburban school districts. Metropolitan High Schools were designed as a method for attaining this goal.

The Plan requested the assistance of the State Board of Education and State Superintendent to coordinate this and other interdistrict, voluntary desegregation programs. Other provisions also were included in the Plan.

The Chicago Board of Education established Metropolitan High Schools to encourage interdistrict transfers. However, until January 1986 when House Bill 3088 was introduced in the Illinois General Assembly, no other party had come forward to assist with this process. That bill died in 1986 when the General Assembly recessed its last session.

During the 1987 session, State of Illinois legislation was proposed which included the financial considerations necessary to implement an interdistrict transfer program. This legislation died. The Board reports it stands ready to proceed once enabling legislation becomes law. While the Commission supports the Board's efforts in this area and stands ready to assist in any way requested, it hopes the Board would investigate other alternatives to implement the interdistrict transfer program. Recent legislation regarding educational reforms in the Chicago schools may provide this opportunity to investigate these other alternatives.

G. AT-RISK SCHOOLS

The Comprehensive Student Assignment Plan requires two criteria for the Chicago Board of Education to meet as desegregation goals: (1) Each "to be desegregated" school must achieve and maintain at least a 30 percent minority enrollment; and (2) The school system must achieve a minimum total enrollment in all integrated/desegregated schools of at least twice the number of white children available for such

schools. The 1987-88 ADR: Part I points out that the Chicago School Board has met both of these desegregation goals, but has not fulfilled a higher self-imposed standard of achieving at least 35 percent minority enrollment in all integrated/desegregated schools. These schools, having not reached the 35 percent minority enrollment standard, are termed "at risk."

During 1987-88, six schools designated "to be desegregated" by the Plan had a 30, but not a 35 percent minority enrollment and, in fact, were in danger of becoming less than 30 percent minority. These schools were: Canty, Eberhart, Farnsworth, Lee, Mt. Greenwood, and Pasteur. Four of these schools became more minority from the 1986-87 school year to 1987-88. The other two, Canty and Farnsworth, became more seriously segregated. These schools will be targeted for increased minority recruitment and will be reviewed in October 1988. The Board should consider a range of techniques to attract minority students if enrollments are not sufficiently impacted by voluntary transfers alone.

I. SUMMARY

The Board has achieved the goals of the Comprehensive Student Assignment Plan. This has been done within the limitations of its own demographic characteristics as interdistrict transfers from other school districts to Chicago are not yet occurring. There are six schools with minimally compliant enrollments which are not responding to increased efforts to obtain additional voluntary transfers. The Board states once more what it has stated in every ADR: Part I, mandatory desegregation measures are not required in the foreseeable future.

V. THE PREVENTION OF WITHIN-SCHOOL SEGREGATION

The September 1980, Consent Decree between the United States Department of Justice and the Chicago Board of Education contained a statement that the Board's desegregation plan was to "contain provisions to ensure against resegregation of students after implementation." (Subsection 10.1 of the September 1980, Consent Decree)

A. PURPOSE

In 1980, the Board of Education adopted a policy prohibiting within-school racial or ethnic segregation of students. The policy states in part that the racial/ethnic composition of a single class in any school must reflect the racial/ethnic proportions in the school, within 20 percentage points. Chicago administrative staff have determined that the 20 percent rule shall be applied on a grade level by grade level basis in elementary schools and at the high school level as well if more than 50 percent of the class membership is of one grade. If the 50 percent level is not exceeded, the class racial/ethnic composition is compared to that of the entire school and not to any one grade level.

One Commission purpose for this section of its ADR: Part I response has been to provide the community with an independent verification of the Board's reported efforts to adhere to this policy.

B. THE BOARD REVIEW PROCESS

The Chicago Board of Education has committed itself to a four-part, annual review process aimed at preventing within-school segregation (see pages 302-305 of the January 22, 1982, Comprehensive Student Assignment Plan). This process contains the following steps:

1) Each year during the term of the Plan the Board will distribute instructions to school principals concerning the organization of classes in such a manner that will prevent educationally unjustified classroom racial separation;

2) In October of each year the Board will conduct a survey of classroom enrollment data and ascertain which classrooms deviate by more than 20 percent from the relevant racial ethnic composition;

3) Schools containing out-of-compliance classrooms will be directed to provide an educational justification of such deviations; and

4) Classrooms without adequate educational justification would be required to be reorganized before the beginning of the second semester.

It is this process DEEOP employs to determine the degree to which target schools are in compliance with Board policy.

C. BOARD JUSTIFICATIONS FOR RACIALLY ISOLATED CLASSES

The Board does permit certain school classes to fall outside the 20 percentage point policy. There are 26 acceptable reasons for a class being out-of-range. These reasons are cataloged into three major groupings and are reproduced on the following page from the 1987-88 ADR: Part I.

BOARD JUSTIFICATIONS FOR RACIALLY
ISOLATED CLASSES/COURSES

Group I

1.0 Administrative Limitations
1.1 Enrollment Changes
1.1 Error
1.2 Non-Categorical Pre-School
1.3 Physical Education (Team)
1.4 Single Section Required Offering
1.5 Single Section Elective Offering
1.6 Multiple Section Elective Offering

Group II

2.0 Blind and Partially Sighted
2.1 Deaf and Hard of Hearing
2.2 Educable Mentally Handicapped
2.3 Trainable Mentally Handicapped
2.4 Emotionally Disturbed Children
2.5 Learning Disabilities Classroom
2.6 Physically Handicapped Room
2.7 Early Remedial Approach
2.8 Other Special Education

Group III

3.0 Gifted Classroom
3.1 Honors Program
3.2 Advanced Placement
3.3 E.S.E.A.
3.4 Options for Knowledge
3.5 T.E.S.L. Classroom
3.6 Bilingual Classroom
3.7 Remedial Classroom (Special Education)
3.8 Other Special Purpose Grouping

Source: page 235 of the 1987-88 ADR: Part I

Group II requires no further justification from building principals: the class may exceed the 20 percentage point range. Also, no further justification is required for reasons 1.2 through 1.5. However, all Group III reasons as well as reasons 1.0 - 1.1 and 1.6 require a written justification from the principal to explain why a class is out of racial/ethnic compliance.

D. INFORMATION ON WITHIN-SCHOOL SEGREGATION: 1987-88

The 1987-88 Annual Desegregation Review: Part I reports that 758 of 16,788 possible classes in 100 schools were noncompliant with Board policy regarding racial/ethnic composition. Further, upon DEEOP review, 217 of those classes in 39 schools required additional justification information. A total of 44 classes, or 5.8 percent of the total of 758, could not be justified and required second-semester reorganization. Table 10 contains the data as reported in the 1987-88 ADR: Part I which supports this analysis.

E. SUMMARY

The Commission previously has stated and continues to agree that DEEOP places appropriate emphasis on preventing within-school segregation and it is doing a credible job year-in and year-out. The Commission does, however, once more renew its request to be a non-participating observer at DEEOP deliberations on the adequacy of school-
submitted justifications of racially/ethnically noncompliant classes.

The Commission once more states for the public that it concurs with the 1980 Board policy in this area. It allows the Board to be flexible with divergent grade level racial/ethnic percentages. If a first grade is 50 percent white and the second grade is 35 percent, an accommodation is needed rather than an average of the two classes of 42.5 percent. The result is the most conservative rule which could be adopted.

TABLE 10

Numbers and Percentages of Justified Exceptions

by Educational Justification Code to

Within School Desegregation Policy 1987-88

Educational Justification Code	Elementary		High School	
	Number*	Percent**	Number*	Percent**
1.0 Administrative Limitations	12	8.1	42	6.9
1.1 Enrollment Change	0	0.0	0	0
1.1 Error	0	0.0	55	9.0
1.2 Noncategorical Preschool	0	0.0	3	0.5
1.3 Physical Education (Team)	0	0.0	7	1.1
1.4 Single-Section Required Offering	1	0.7	5	0.8
1.5 Single-Section Elective Offering	2	1.4	179	29.3
1.6 Multiple-Section Elective Offering	0	0.0	68	11.1
2.0 Blind and Partially Sighted	0	0.0	0	0.0
2.1 Deaf and Hearing Impaired	7	4.7	0	0.0
2.2 Educable Mentally Handicapped(EMH)	5	3.4	9	1.5
2.3 Trainable Mentally Handicapped(TMH)	4	2.7	0	0.0
2.4 Emotionally Disturbed	7	4.7	4	0.7
2.5 Learning Disabilities	10	6.8	12	2.0
2.6 Physically Handicapped	5	3.4	0	0.0
2.7 Early Remedial Approach	1	0.7	1	0.2
2.8 Other Special Education	11	7.4	0	0.0
3.0 Gifted Classroom	7	4.7	24	3.9
3.1 Honors Program	0	0.0	34	5.6
3.2 Advanced Placement	0	0.0	9	1.5
3.3 ESEA	0	0.0	1	0.2
3.4 Options for Knowledge	2	1.4	39	6.4
3.5 T.E.S.L.	0	0.0	5	0.8
3.6 Bilingual	66	44.6	67	11.0
3.7 Remedial (No Special Ed.)	2	1.4	1	0.2
3.8 Other Special Purpose Grouping	0	0.0	7	1.1
R Reorganize	6	4.0	38	6.2
TOTAL	148	100.0	610	100.0

*Number of classes with justified exceptions
**Percentage of total justified exceptions

Source: 1988 ADR: Part I - page 235

VI. THE STATUS OF THE USE OF SCHOOL FACILITIES

The 1982 Chicago Public School;s Comprehensive Student Assignment Plan contains provisions which provide that the Board will:

1) Seek to eliminate overcrowded schools, and particularly racially disproportionate overcrowding of schools...to the greatest extent practicable considering all circumstances; and

2) Without excluding students from enrollment in their neighborhood school if doing so would deprive them of educational services such as bilingual education or special education.

A. PURPOSE

In all ADR: Part I's prior to this it has been reported that the overwhelming majority of overcrowded schools in Chicago have large Hispanic populations. The Department of Equal Educational Opportunity Programs (DEEOP) always has given the same three reasons for the existence of these schools. These reasons have been cited by DEEOP in every Annual Desegregation Review Part I (ADR: Part I) since 1984:

1) The growing size of the Hispanic population in Chicago, which has increased 79 percent to 100,741 students since 1970, and the localized nature of the growth;

2) The preference of Hispanic families to remain in their neighborhood schools rather than to participate in the voluntary transfer program; and

3) The recentness of the Chicago Schools participation in the bond market which had been needed to acquire funds for new construction and/or expansion of existing sites.

The Commission's purpose in its annual responses to ADR: Part I's is to provide the community with additional information about Board efforts to relieve overcrowding in general and overcrowding in Hispanic schools in specific.

B. THE STATUS OF OVERCROWDING: 1987-88

The Board's 1987-88 ADR: Part I does not report the number of overcrowded schools, their racial/ethnic make-up, or the degree of their overcrowding. This ADR: Part I also does not list Board remedies to be employed at each overcrowded school.

Instead the 1988 ADR: Part I reports that this section cannot be completed this year due to the retirement of the staff person who maintained the appropriate records and the subsequent vacating of that staff position as a budget reduction action. Instead of finding vital information on overcrowded schools in the 1987-88 ADR: Part I the reader finds a year-old report presented to the Board of Education in July 1987.

The Commission finds this situation somewhat incredulous. The Plan calls for actions to be taken. Certainly actions to relieve overcrowding were taken in 1987-88. Yet, the community is not being told of these actions or their results. The Commission does not believe this to be sound administrative practice.

A function called for by the Consent Decree, delineated in the Plan cannot go unattended nor unreported. Staff do retire and positions are vacated due to budget requirements, but, roles and functions must continue in another position, in

another staff person's workload. This seems especially true when the activity is mandated by the force of law. The Board of Education must rectify this error immediately.

VIII. THE STATUS OF FINANCIAL RESOURCES

The 1987-88 ADR: Part I details the Chicago Board of Education's allocation of funds to desegregation efforts since the 1980-81 school year. The discussion, provided by the Department of Equal Educational Opportunity Programs (DEEOP), focuses on funds the Board allocated as compared with funds provided by the federal government. This discussion (on pages 283-318 of the 1987-88 ADR: Part I) centers on funds allocated to the desegregation effort. Expenditure reports of allocated funds also are discussed in this ADR section.

A. PURPOSE

The Commission's purpose is to provide the community with an overview of the allocation and expenditure of desegregation-targeted funds, as discussed by DEEOP.

B. THE STATUS OF FINANCIAL RESOURCES

The Board provides a graph on page 285 of the 1987-88 ADR: Part I which demonstrates the uneven burden on local funding that the Consent Decree has placed on the Chicago schools. This graph, reproduced on the following page as Table 11, is the basis for the following discussion. The community should be mindful that only in 1983-84 when the $20 million Yates money was provided to the Chicago Public Schools, did the federal share of Consent Decree activity rise above 10 percent. In total dollars, since 1980, $442.0 million dollars have been allocated to Chicago desegregation purposes. Local funds have accounted for 89.9 percent or $397.3

million of that total. The federal share has been 10.1 percent or $44.7 million. This is not in keeping with the spirit of the Consent Decree. Worse yet is that the executive branch of the federal government has provided only $24.7 million dollars of this total. The legislative branch has provided $20 million through the Yates money. Without the Yates provision, the federal share of desegregation budget allocations would drop to 3.5 percent. The Commission continues to be disappointed with the federal financial support of Chicago's desegregation programs even having knowledge of the recent provisions of the 83 million dollar Settlement Fund.

Year-by-year dollar amounts of federal funding by federal source are contained in Table 12, for school years 1980-81 through 1986-87. The lacking of these funds is starkly demonstrated by this data.

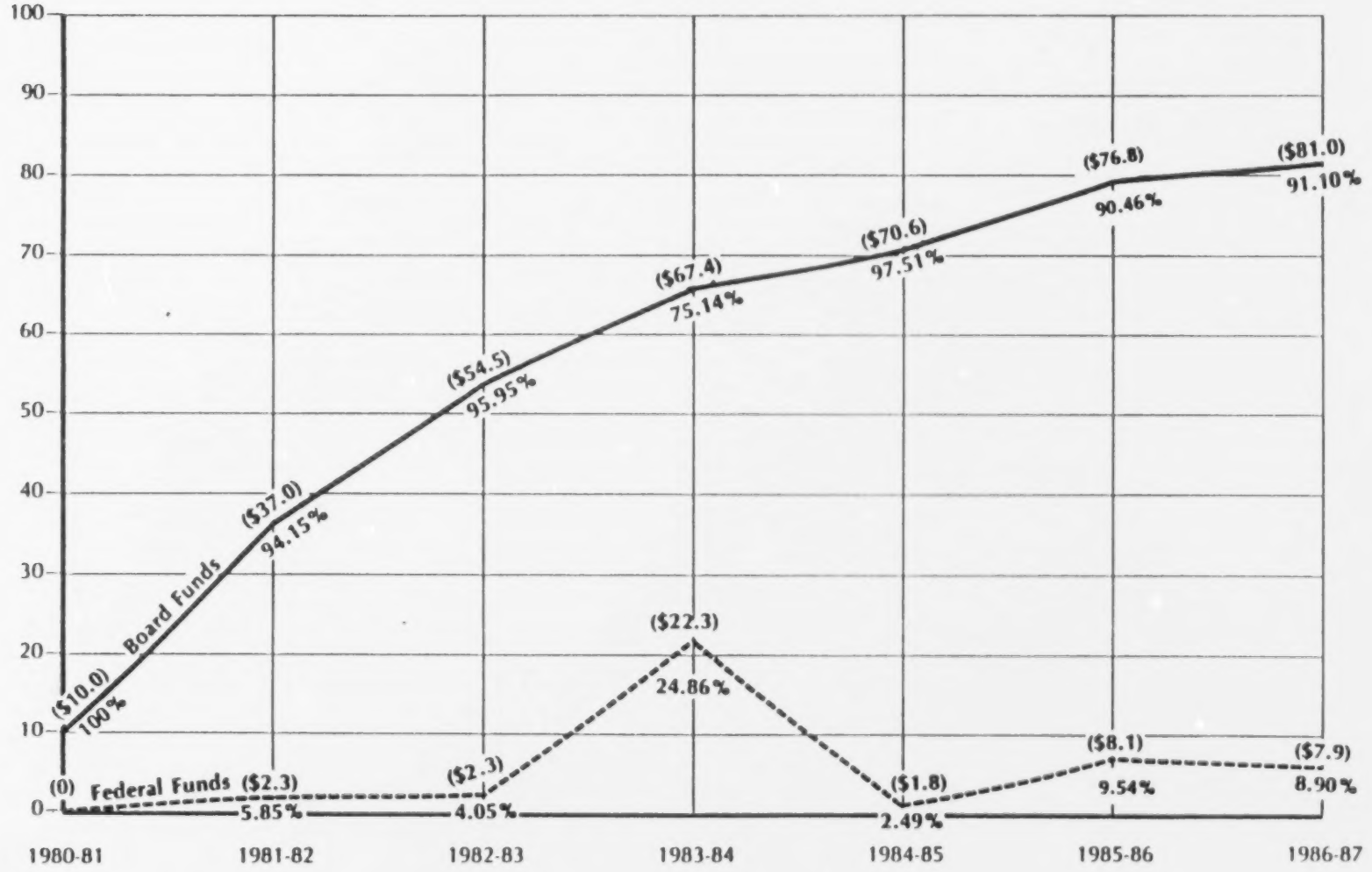
C. THE STATUS OF FINANCIAL RESOURCES: 1980-81 THROUGH 1986-87

The Commission once more finds that this particular section of the ADR: Part I is out of sequence and again states that the Board's fiscal year closes on August 31 of any given calendar year, no report published prior to that date may contain final budget expenditures for that year. This is again true with the 1987-88 ADR: Part I.

The document is supposed to report on 1987-88 activity with regard to the student assignment component. Yet, it reports on financial data for this referenced year in terms of budget allocations only. That data have been known for more than 10 months does not seem to deter DEEOP from re-publishing them. The Commission

TABLE 11

Allocations in Millions for Seven-Year Period 1980-1987



TOTAL BOARD FUNDS $397.3
TOTAL FEDERAL FUNDS $44.7

TABLE 12

ALLOCATIONS IN MILLIONS FOR 1980-81 THROUGH 1986-87

Source of Funds	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	TOTAL
LOCAL FUNDS	10.0	37.0	54.5	67.4	70.6	76.8	81.0	397.30
FEDERAL FUNDS								
Magnet Grant	0.0	0.0	0.0	0.0	0.0	4.0	3.9	7.90
ESAA/ECIA								
Chapter I	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.30
ChapterII	0.0	1.8	1.8	1.8	1.8	1.8	1.8	10.80
Title IV	0.0	0.0	0.0	0.0	0.0	1.4	0.0	1.40
Follow Through	0.0	0.0	0.0	0.0	0.0	0.6	0.1	0.70
Secretary's Discretionary Fd	0.0	0.0	0.0	0.0	0.0	0.3	1.0	1.30
PL. 98-377	0.0	0.0	0.0	0.0	0.0	0.0	0.01	0.01
Title VII	0.0	0.5	0.5	0.5	0.0	0.0	0.8	2.30
PL. 98-107	0.0	0.0	0.0	20.0	0.0	0.0	0.0	20.00
Sub-Total (Federal Funds)	0.0	2.3	2.3	22.3	1.8	8.1	7.91	44.71
TOTAL FUNDS (FEDERAL & LOCAL)	10.0	39.3	56.8	89.7	72.4	84.9	88.91	442.01

repeats its 1986-87 position and that it finds no fault with the lack of data, but again suggests that to report final expenditures for the 1986-87 school year in the spring of 1988 is somewhat out-of-sync with the remainder of the focus of the 1987-88 ADR: Part I. The Commission again recommends that DEEOP should wait until it produces the ADR: Part II to report on financial matters with regard to budgets and expenditures, while maintaining the discussion of budget allocations and the analysis of same by local and federal source in the ADR: Part I and waiting for the ADR: Part II to dicuss expenditure data and including expenditures for the fiscal year just closed.

This ADR continues to provide financial allocation/expenditure reports by target program and/or purpose and is a solid piece of public accountability the Commission favors. The Commission also is pleased with DEEOP's description of the types of services purchased with desegregation dollars in the area of Educational Components.

There are continuing concerns expressed in previous Commission responses to ADR: Part's I reporting of financial matters which the Commission once more expresses at this point. What proportion of the local dollars allocated and expended for desegregation purposes are received from the State of Illinois? The Commission also continues to express its long-standing concern with the allocation special state funds the Chicago schools receive such as state Title I funds. The Commission wants to know the amount of state reimbursement the Chicago schools system receives for transportation costs associated with the student assignment component. Are State of Illinois funds limited to Project Code 946 which is described on page 304 of this ADR?

The Commission also would note that the data found on page 306 of this ADR regarding funds spent for each educational component outlined in the Plan is a very meaningful inclusion in the ADR: Part I. This inclusion should be continued in future editions of the ADR: Part I.

D. SUMMARY

The Board has continued to improve its desegregation-related financial reporting. The Commission continues to feel, however, it should delay this section of ADR: Part I to ADR: Part II. The Chicago schools have received minimal assistance from the federal government in financing the costs of the jointly entered Consent Decree. To its credit, the Board continues to demonstrate that much of this support has been obtained because it applied for funds legitimately theirs and not because the federal government until recently came forward with new money for Chicago.

VIII. BOARD PROPOSED 1988-89 IMPLEMENTATION STRATEGIES

The 1987-88 ADR: Part I contains a long-standing section regarding the implications of the content of the ADR for future student assignment and/or general desegregation planning. This section is found on pages 311 through 322 of the 1987-88 ADR: Part I and is again entitled "Implementation Strategies." This section contains six amendments, quoted or paraphrased below, to current desegregation activity which will be attempted by the Board in 1988-89.

A. PURPOSE

The Commission's purpose here is to provide the community with its reactions to each of the following Board-stated 1988-89 amendments to desegregation plans and planning.

B. AMENDMENTS TO CURRENT PLANS

Implementation Strategy Number One

Implement new programs in seven integrated/ desegregated schools in order to achieve designated goals related to increasing, maintaining, or stabilizing enrollment in the following schools: Audubon, Edwards, Haugan, Kelly, Lyon, Solomon and Stevenson.

The Board reports that five of these schools have declined to a white enrollment of less than 50 percent or have lost five percent or more of their white enrollment over the past year: Audubon, Edwards, Haugan, Kelly, Lyon and Solomon. One school, Stevenson, is gaining a specialty program in an attempt to enroll minority students from nearby District 15 schools that are overcrowded.

The Commission agrees. As the Commission noted in its response to the 1986-87 ADR: Part I, the Board must attempt this measure or be criticized for standing idle while these schools slip further and further toward racial isolation. The end would be non-compliance with the Consent Decree requirement regarding maintenance of the largest number of integrated/desegregated schools practical.

Implementation Strategy Number Two

Implement specialized educational programs in three underutilized, racially identifiable schools: (Evers, L. Ward, Mann) to relieve overcrowding in neighborhood schools and increase the educational opportunities available to students.

These schools have a capacity of 2,825 students and an enrollment of 1,785; space does exist in these buildings for additional enrollment. This effort is part of the Board of Education's continuing desire to give minority students in overcrowded schools a nearby educational option to select because they may not enroll in their neighborhood school and/or are not able to participate in an Options For Knowledge program.

As with its response to the 1986-87 ADR: Part I, the Commission would like to know which nearby schools could benefit from overcrowding relief. They should be listed in future ADR's as well as enrollment capacities and/or numbers of students being denied enrollment. The Commission will monitor these sites to determine if

these transfers occur.

Implementation Strategy Number Three

Establish one additional Scholastic Academy at the Ericson School.

The Commission endorses this notion and concurs that the Board is thereby maintaining an increased compliance with the Consent Decree.

Implementation Strategy Number Four

Establish Ninos Heroes as a Community Academy

The Commission concurs with this decision. Considerable efforts have been made by the Adminstration to recruit non-minority students to the Ninos Heroes magnet program. Overcoming its Capital Development Board requirement of maintaining its residential attendance area does not appear to be very likely. As a Community Academy, residential minority students will continue to receive the educational benefits of the current magnet program. The promise of opening another magnet at another site to compensate for this change also bodes well for the education of a larger group of students elsewhere in the school system.

Implementation Strategy Number Five

Establish a six-year Paideia Program at Sullivan High School, grades 7-12

The Commission sees benefit in establishing this program at Sullivan High School. Students generally will receive a superb program and the expansion of educational experiences for in-coming seventh and eighth graders is noteworthy. The additional benefit of relieving overcrowding at the Kilmer School is of considerable merit as well.

Implementation Strategy Number Six

Revise the procedure regarding the manner in which voluntary transfer students gain admission to high school from a high school feeder elementary school these students attend.

The current procedure as applied to the feeder schools of high schools below 50 percent white enrollment is that students who voluntarily transferred to the feeder schools prior to June 1985 must submit an application to the high school for admission. However, if a high school is over 50 percent white, all feeder school graduates including voluntary transfers are admitted without an application process.

Because of increases in controlled enrollment schools, there is also an increasing number of white students participating in the voluntary transfer process. When these students are free to attend a high school already over 50 percent white, it violates the majority to minority transfer policy. This necessitates a change in the above enrollment procedure for white students.

Thus, for white students who voluntary transfer after June 1988 to enroll in a feeder school of a high school above 50 percent white, automatic transfer will not take place at the time of their elementary school graduation. Instead, they will need to make an application to this high school.

The Commission endorses this change as being in the best interest of compliance with the Plan and in the best interest of students already enrolled in these schools on a voluntary transfer basis.

C. SUMMARY

The 1987-88 ADR: Part I contains six recommendations amending the management of the Chicago Public Schools' Comprehensive Student Assignment Plan. They are all within the scope of the Board of Education's responsibility. The Commission is able to endorse all amendments though some will be monitored carefully while they are being implemented.

IX. CONCLUSION AND COMMISSION RECOMMENDATIONS TO THE BOARD OF EDUCATION

The Commission would comment on the overall nature of the 1987-88 ADR: Part I. First, the organization of the report as always is very good. It tracks the organization of previous ADR: Part I's and continues to flow well from one section to the next. The Executive Summary which preceeds the detail of the report is, again, well received by the Commission and is an excellent guide to the content of the entire report. The appendices are relevant to the ADR content with the school-by-school summary is essential to a complete understanding of the student assignment process.

Though the full report is complete in content, it still lacks consistent focus from time to time. More has been said of this in an earlier section of this response, "Review of the Use of School Facilities." The data in the 1987-88 ADR: Part I is generally easily understood and the Commission once more applauds the Board for achieving a high level of clarity. Nearly all narrative found in this 1987-88 ADR: Part I is well-written. The Commission would make special mention of the inclusion of the table on page 32 of this ADR: Part I, Racial Composition by Category of School. The Commission requested such a table in its response to the 1987 ADR: Part I. It is gratifying to see it included in this ADR: Part I.

Though the document is well-done and communicates well, the Commission does have certain reactions to Board desegregation efforts under the Student Reassignment Plan. These reactions are discussed on the following pages as recommendations.

Recommendation Number One: This recommendation is repeated as it appeared in the Commission's response to the 1987 ADR: Part I. One Board desegregation goal or operating objective is to create situations in the public schools, especially in Metropolitan High Schools, to attract students from public, private, and suburban school enrollment to the Chicago schools. The Board does not report any data indicating this is occurring. The Commission is aware that suburban transfers to Chicago schools (asking to attend a Chicago Options for Knowledge site while maintaining a suburban residence) probably does not occur. But, certainly there must be private and parochial school transfers to Options for Knowledge sites and vice versa. The Board should report these numbers by racial/ethnic group and by Option component. Why is this so difficult? The data exists in Board of Education computerized enrollment files.

Recommendation Number Two: The Board did not report the number of overcrowded schools and what it is doing to relieve this condition in this ADR: Part I. It must do so in the future.

Recommendation Number Three: As in previous ADR: Part I's, the Board reports the level of desegregation budget allocations and expenditures by fiscal year in the ADR: Part I. Each year this area of reporting attains higher and higher standards of informative detail. But, this data continues to be one fiscal year old in terms of expenditures. The Commission recommends, as it has for three years, reporting this data in the annual ADR: Part II and further recommends, as it has for three years, holding the release of that document until final expenditures of desegregation funds for the immediate past fiscal year are available.

Recommendation Number Four: The Board again reports on plans it has for amending the student assignment plan and/or general desegregation effort for the school year following the one of focus of the ADR: Part I. These implementation strategies are no doubt well understood by the Board and administrative staff. However, there are instances where the Board does not give the public sufficient data to determine what the impact will be of such a change in plans. The Commission recommends that the Board consider the questions posed by the Commission with regard to its recommended implementation strategy Number Two.

Recommendation Number Five: The Board reports that there are selected schools which offer within school specialty programs to attract voluntary transfers to reach a racial/ethnic enrollment composition goal which have no program capacity to accept voluntary transfers e.g. Drummond and Jahn. The Commission recommends the use of specialty programs in these schools be examined by the Board and a determination be made as to the justification for placing these programs in sites having no space to accommodate voluntary transfers.

Recommendation Number Six: The Board reports the use of boundary adjustments between 1982 and 1988 involving 50 separate schools. These adjustments reportedly were made to either achieve integration/desegregation or to relieve overcrowding. The Commission recommends that the Board list these boundary adjustments, the reason for each adjustment, the impact of each adjustments on student enrollment, and the current status of schools adjusted years ago (1982-1986). This listing should become a part of the 1988-89 ADR: Part I.

CHICAGO PUBLIC SCHOOLS • 1819 WEST PERSHING ROAD • CHICAGO, ILLINOIS 60609

Manford Byrd, Jr.
General Superintendent of Schools
Telephone 312/890-3700

May 3, 1989

Dear Dr. Bailey:

Thank you for providing us the opportunity to review the final draft of the 1987-88 Annual Desegregation Review - Part I: Student Assignment report prepared by the Monitoring Commission:

Review of Findings
Overall: We are pleased that the Commission found the organization of the document to be "as always...very good" and that the data "achieves a high level of clarity." Suggestions made by the Commission will be implemented in subsequent Annual Desegregation Reviews.

Recommendation Number One - Private and Parochial School Transfers
We are aware that private and parochial exists in the computerized enrollment files, however, no indication is given as to the reason the transfer occurred. Since children transfer to the public schools for a myriad of reasons (e.g., expelled, unable to afford the tuition, etc.), to assume they transferred because of an Options for Knowledge program would be questionable.

Recommendation Number Two - Overcrowded Schools
Information on overcrowded schools and the strategies used to relieve this condition was provided on pages 191 through 220 of the document. For the Commission's information, the Department of Equal Educational Opportunity Programs is preparing an accompanying, document Systemwide Strategies to Relieve Overcrowding, which will be submitted as Volume II of the spring 1988-89 Annual Desegregation Review.

Recommendation Number Three - Desegregation Budget Allocations
The amount of expenditures for any given school year is not provided by the Department of Budget and Finance until well after the 90th day of the next school year, too late to be included in the Review. Since both the ADR Part I and ADR Part

II are planning documents, they cannot be held pending the release of the expenditure information.

Recommendation Number Four - Implementation Strategies
In an effort to provide the public with sufficient data to determine the impact of proposed actions, the Department of Equal Educational Opportunity Programs will continue to expand the amount of informative detail contained in the documents.

Recommendation Number Five - Specialty Programs
Specialty programs are placed in integrated, desegregated, and stably mixed schools not only to attract voluntary transfer students but also to maintain the racial/ethnic enrollment composition and to provide enriched educational offerings. Drummond and Jahn elementary schools, cited on page 62 of the Commission's document, were provided programs in an attempt to reduce student transfers to other schools, thus preserving their stably mixed and stably integrated (respectively) status.

Recommendation Number Six - Boundary Adjustments
The list of boundary adjustments implemented to relieve overcrowding will be found on page 204 of the Annual Desegregation Review. A discussion of each boundary adjustment and its impact is discussed in respective Reviews.

I would like to take this opportunity to commend you and the members of the Monitoring Commission for your diligence in ensuring that Chicago's Desegregation Plan continues to be implemented in a timely and proper manner. We appreciate the fact that the relationship between the Monitoring Commission and the Chicago Public Schools is not adversarial but cooperative; conducive to improving the quality and equity of education for all children.

Yours truly,

Manford Byrd, Jr.
General Superintendent of Schools

MB:p

Dr. Donn Bailey
Chairperson
Monitoring Commission for
Desegregation Implementation

CHICAGO PUBLIC SCHOOLS • 1819 WEST PERSHING ROAD • CHICAGO, ILLINOIS 60609

Monitoring Commission for Desegregation Implementation
Telephone: 312/890-8220

March 22, 1989

To: Dr. Manford Byrd, Jr.
General Superintendent of Schools

From: Dr. Donn Bailey, Chairperson
Monitoring Commission for
Desegregation Implementation

Re: Transmittal of Monitoring Commission
Report

Enclosed is the final draft of the Annual Desegregation Review, 1987-88 Part I: Student Assignment Component report prepared by the Monitoring Commission for Desegregation Implementation and submitted for review under the 45-day time frame specified by the Board's Resolution No. 86-0611-RS2 regarding such transmittal.

The Commission staff and consultants are, of course, prepared to clarify any aspect of this report that you may have.

DB:MD:hj

cc: Dr. Mary E. Davidson, Principal Investigator
Mrs. Patricia Whitten, Board Attorney
Ms. Mary Broomfield, Assistant Superintendent